



Puzzle Centre

Education, support & research
for early years autism

SCERTS

Introduction and Next Steps

2 day Workshop

Tuesday 15th October and Wednesday 16th October 2019

Registration: 9.00 -9.30 am.

Close: 4.30pm

The Ridgeway Centre, Featherstone Road
Milton Keynes, MK12 5TH

Organised by the Puzzle Centre, www.puzzlecentre.org.uk who are experienced in providing specialist autism-specific early education this 2 day workshop is being held in partnership with Emily Rubin.



Emily Rubin, MS, CCC-SLP is the Director of the Educational Outreach Program at the Marcus Autism Center, affiliated with Emory University. She is a speech-language pathologist specializing in autism, Asperger's Syndrome, and related social learning disabilities. As a former adjunct faculty member and lecturer at Yale University, she has served as a member of their Autism and Developmental Disabilities Clinic. She recently participated as a member of the American Speech-Language-Hearing Association's Ad Hoc Committee on Autism Spectrum Disorders (ASD), a committee charged with developing guidelines related to the role of speech-language pathologists in the diagnosis, assessment, and treatment of ASD. She is a co-author of the SCERTS Assessment Process and she provides professional development internationally to educational programs developing programs for social and emotional learning and serving children and adolescents with autism and related developmental disorders.

SCERTS (Prizant, Wetherby, Rubin & Laurent, 2007) is an innovative model for working with children and young people with autism spectrum disorder (ASD) and their families. It provides specific guidelines for helping a child become a competent and confident social communicator, while preventing problem behaviours that interfere with learning and the development of relationships. It is also designed to help families, educators and therapists work cooperatively as a team, in a carefully co-ordinated manner, to maximize progress in supporting a child.

www.scerts.com



Workshop Fees

2 Day Delegate rate £250

Group booking discount. For 3 or more delegates – 10% discount. Use code GRPSCERTS

How to book

Please visit our online booking at [SCERTS 2 DAY WORKSHOP](#) to make a direct booking.

Who is it for?

This training will have an early years and primary school focus and is most appropriate for:

- Professionals, service providers, and family members who are seeking an introduction to philosophy and practice in the SCERTS Model
- Administrators and researchers who are considering implementing programming consistent with the SCERTS Model philosophy in their school system or agency
- The training will be of particular interest to Teachers, Speech and Language Therapists, Occupational Therapists and Psychologists who are working with young children on the autistic spectrum and their families.

Course description

Day 1 of this course will introduce the SCERTS model, a comprehensive, multidisciplinary educational approach designed for children with Autism Spectrum Disorders (ASD). This model is not exclusive of other treatment approaches and methodologies, but rather provides a framework for those who are seeking guidelines for implementing a comprehensive educational plan that is based on our knowledge of the core developmental challenges faced by children with ASD, family-centered care, and our knowledge of the recommended tenets of educational programming. The model was designed to provide guidelines for helping children progress through the stages of becoming a competent social communicator. It was also designed to provide families and educational teams with the help they may need to feel successful in supporting the child. Participants of this course will learn how to determine meaningful, purposeful, and motivating goals and strategies based on a child's developmental stage, functional needs, and family priorities.

Day 2 of this course will begin with the essential priorities for applying the SCERTS scope and sequence of goals in program development, namely writing goals and determining supports (i.e., educational planning). The formal assessment will then be introduced as a mechanism to determine a child's stage of language acquisition, establish a profile of strengths and areas of need in those areas most impacted by the core challenges of ASD and monitor progress over time.